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"DO THEY STILL TEACH SCHOOL HERE?"

What can be or is being done to preserve educational balance in these war-torn times? Send your answers to THE JOURNAL OF EDUCATION, Six Park Street, Boston, Mass., attention of the editor. The briefest and best responses will be printed.

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. . . TEXTBOOK TOPICS

Turn This War to Account For Making Better Citizens

Yes, the schools are all astir with war-time activities. School heads, teachers and pupils are taking part in the united efforts of a united people to make sure of victory.

But are your schools making sure that all this patriotic fervor shall not evaporate the moment war is over? Emotions are one thing. Intelligence and understanding are another thing —and a thing that will be needed to translate war victory slogans into peace-time progress.

Of course any good teacher who sees this need of a bulwark against collapse of morale can—if given time enough—dig up material and impart it to a class. But this calls for initiative and an amount of hard work disproportionate to the net results. As in every other subject field, so in this, the educational publishers have been quick to sense the need for ready made, up-to-date texts. It is now possible for every pupil to have in his hands for reading and study those facts and ideas which will enable him to know what this earth-shaking din is all about.

If your pupils are still living in a pre-war world, help them to get their bearings here and now and make them ready to go forward as resolute and true Americans into those reconstruction years that lie ahead.

Just by way of evidence that fresh tools for this purpose are in readiness for every school, here are titles and sketches of a number of texts that publishers have submitted.

SOCIAL STUDIES AND THE WAR

Learning to Look At Our World

This might be called a social science primer, and is evidently aimed at about the third grade. It is done in story form. Beginning in the child's own dooryard, the book gradually expands his interest to include such matters as wind and rain and the seasons; food, clothing and shelter and how these are obtained; living together in communities; reading and hearing the news; and dozens of other topics equally broadening. Fitting the text to children in all parts of the United States has been achieved remarkably well. The illustrations are quite appealing. It should make an excellent introduction to formal geography and allied subjects in the social field.

LEARNING TO LOOK AT OUR WORLD by Fern E. Dorris and M. Virginia Tapp. Silver Burdett Company: New York.

American Government

A revised edition of Magruder's successful text, "American Government," is announced for January 1, with considerable new material useful to interpreting this nation's war effort. A significant first chapter, "Winning the War," has been provided, while throughout the book are numerous up-to-date reports of the changes brought about by this total war and the thoughts and attitudes essential to winning both the war and the peace. Much that 1942—one of the most critical years in our history—has wrought upon our way of life and our aims as a nation is here told with a promptness seldom attainable in a textbook. One stated purpose of the book is to raise morale—and "the nation whose morale is best will win the war."

AMERICAN GOVERNMENT by F. A. Magruder. Allyn and Bacon: Boston.

The Rise of Our Free Nation

Faith in our ability to maintain and improve our freedom is implied in the title, "The Rise of Our Free Nation," and is implicit in the book itself. Written with dramatic verve and abundantly illumined with pictures, the volume covers the entire period of United States history from the earliest explorations and settlements to the present time. Its publishers state that political history occupies 53 per cent of the space, military history 15 per cent, and social history the remaining 32 per cent—indicating that military matters are neither ignored nor given excessive attention. Study aids are numerous and promising in quality. An unusual feature is the section "The Past Marches Down to Us" that follows each chapter and links it to our own day and age in a sort of correlation that helps make the past events seem still to live. It is a book replete with good teaching of the kind our young people need and will find inspiring.

THE RISE OF OUR FREE NATION by Edna McGuire and Thomas B. Portwood. The Macmillan Company: New York.

Background of World Affairs

To avoid superficiality in the teaching of current affairs has called for continuous effort on the part of teachers. Background material in clear and concise form has been somewhat difficult to find. The need for texts that were not so much history as history selected in its relation to news, has led to publication of this text. The writer has done an excellent job in choice of material and in its presentation. Here are not mere details to be memorized but situations and conditions to be seen and understood. The treatment is admirably well balanced and is as objective as it is scholarly. Happily it is a work that ought not to go out of date so long as the present conflict lasts or while its issues are undergoing settlement.

BACKGROUND OF WORLD AFFAIRS by Julia Emery. World Book Company: Yonkers-on-Hudson, N.Y.

This Machine Age

Designed as a text or supplementary text for junior and senior high schools, "This Machine Age" puts within easy reach much material needed for understanding our present industrial civilization. The first part is devoted to developments in Eng-

AND REVIEWS . . .

land, the second part to those in America. Growth of the labor union movement is fully covered. Events within the field of this text are shown in parallel with other historic events by means of a convenient "time line," following each chapter. The well equipped school library or that of the social studies classroom should possess this much-to-be-consulted volume.

THIS MACHINE AGE by Esther Godshaw Clarke and M. E. Herriott. Charles Scribner's Sons: New York.

Our World and How We Use It

Understanding our world is the end sought in this text for the middle grades. Titles of the eight chapters are: An Old Way to Make a Living; The Hunter; The Herder; The Digger; The Trader; The Maker; A World of Useful Things.

Around this simple outline are grouped a thousand facts and insights pertaining to social geography. How regional conditions affect men's problems and ways of living is the underlying theme. Inspired perhaps by the army's charge that the geography most men learned in school is of little use to them today, this text sets out on a somewhat different trail and comes through to knowledge that should prove lasting and serviceable.

OUR WORLD AND HOW WE USE IT—an adaptation by Edna Fay Campbell of *This Useful World* by Sears, Quillen and Hanna. Scott, Foresman and Company: Chicago.

America in a World at War

A book to orient the thoughts of American young people in these dizzying times of world upheaval and strife is "America in a World at War," prepared by socially minded authors who also understand the adolescent mind and how to make connections with it. Here are sketched the background and heritage of ideas and resources that are ours to hold and improve upon in times to come. The emergence of the United States into a world power with all its implications is ably described. Our part in the present struggle to defeat the nations that have revolted against civilization is clearly depicted. The glimpse at what must be done to win the peace is one that should challenge every reader.

This is a basal text of genuine importance—timely to the last degree, yet more than a mere history. It should help mightily to stir young citizens toward intelligent and high resolve that America may play well its part in the world and may continue its own development and self improvement.

AMERICA IN A WORLD AT WAR by Brown, Stewart and Myer. Silver Burdett Company: New York.

Planning for Another Graphic Arts Exhibit

The twenty-first annual *Call for Books* to be submitted for consideration in the Fifty Books of the Year exhibition, has been sent to publishers throughout the country, by the American Institute of Graphic Arts. From several hundreds of books sent in, the most outstanding and representative examples of good bookmaking, from a typographical standpoint, will be selected for the annual exhibition by a three-man jury. Last year there were seven hundred entries from publishing houses in the United States and Canada. This year each publisher is limited to fifteen entries. Entries are to include books published in the United States and Canada between December 1, 1941, and December 1, 1942.

MATHEMATICS

Laboratory Geometry

A workbook that draws on the student's environment and experiences to illustrate and motivate his study of geometry. Much use is made of informal explanation rather than precise definition in presenting successive steps. While it is geometry at work rather than geometry in the abstract, the development of theoretical geometry is given attention throughout. It should be a valuable stimulus to a subject that frequently seems dull and meaningless to a portion of the class.

LABORATORY GEOMETRY by Elizabeth Roudebush. Prentice-Hall: New York.

Basic Mathematics

A well known writer of mathematical texts has here brought together into one volume the essentials of arithmetic, practical geometry, simple algebra and right-angle trigonometry, as these apply to the needs of persons seeking officerships in military and naval services or in aviation. The treatment seems full enough to supply an excellent review or initial training, and the many uses of mathematics in targeting, navigation, aerodynamics and the other subjects brought into focus by the war are given due attention. It is mathematics boiled down to the requirements of pre-ensigns and would-be lieutenants or higher officers. The speed-up equipment of these men should be greatly facilitated by such a text.

BASIC MATHEMATICS, A Survey Course by Walter W. Hart. D. C. Heath and Company: Boston.

Principles of College Algebra

Not only how to perform various algebraic operations, but also what principles underlie algebra are considered in this text. The authors have built up their subject by theorems from basic assumptions. Functional concepts are held in reserve for later chapters of the book. Numerous questions from pre-college and college examinations are included. The cumulative reviews following each chapter are a noteworthy feature. It is a text to build up algebraic power and understanding.

PRINCIPALS OF COLLEGE ALGEBRA by Knebelman and Tracy. Prentice-Hall, Inc.: New York.

Editorials

Lest Victory Again Be Fumbled

There would be, as Mr. Churchill pointed out in his radio address of November 29, a certain advantage to the framing of the peace in Europe if Hitler's downfall should occur before that of Tokio. The winning allies, with their task still incomplete, would be more inclined to act unitedly than was the case after the previous war, when Germany had crumpled and apparently nothing remained to call for unity of action.

It would perhaps be comforting to know at this stage of events the sort of peace the leaders of the United Nations will propose at the peace table and what they may finally agree upon. But the British Prime Minister is still reticent on this subject, lest quarrels arise beforetime and the war effort be thereby hampered. It is wise policy, this silence. After all, the emphasis on a single purpose to halt further aggressions by Germany or a German-headed combination is the first and main consideration. Such unity of purpose as Mr. Churchill hopes for may well be the hope of all freedom loving peoples everywhere.

Down-reaching Draft

The drafting of eighteen and nineteen-year-old youths is already law, and discussion of its merits would be out of place. If we require an army of seven million men, as military leaders say we do, then there was no alternative. Any person venturing to suggest that a smaller army, which could be more completely equipped and in less time might do equally well and even shorten the war, would be dismissed with the epithet, "typewriter strategists again," and so no more of it here.

But surely the downward reach of the draft to youths of eighteen must cause everyone who thinks in terms of educational aims and outcomes to feel concerned and anxious.

Lads of eighteen are at a tender age to be torn up by the roots and sent to military camps for making into soldiers. Among this group are thousands having capacity for civilian leadership—thousands whose best service to society would be given after several more years of formal education—liberal, scientific, professional or technical. Will those who have it in them to develop themselves in these directions return to their interrupted studies when the war is over—or will they remain diverted and thus become a social loss?

Whatever time remains before these youths are called away should be utilized to assist them in long-range planning of their after-war careers and to give them as much intensified teaching as the hastening hours permit.

What may be granted in the form of deferments for some of these lads in order that they complete their education will depend upon military urgency more than upon the probable post-war needs of the nation. Few boys who have the requisite physical endowment will be content to linger at their studies now unless the naval or selective service authorities so advise them and unless their studies have a military bearing.

Effects of this summoning of youth upon the enrolments of our educational institutions themselves are bound to be drastic. All this will need to be borne with patriotic fortitude—and will be.

. . . And Justice for All

Pioneers are the true sons of liberty. The love of liberty is apt to weaken into little more than lip service as time goes on, as society grows more complex, and as men's hands soften. When the present fight is won, many Americans will return to caring little for liberty. Many will even shrink from too much liberty and will yearn for more security, more direction as to what they should think and believe and do.

Another of men's ideals, less often praised than liberty but at least equally important, is—justice. Without the spirit and practice of justice, there could remain no liberty whatsoever in the world. Justice requires a sympathetic imagination as its basis. An individual or a nation that lacks the ability to stand in the other fellow's shoes, mentally and emotionally, will forever be alien to justice. Moreover, there must be an appreciation of the worth and dignity of all mankind, regardless of race or color or creed or nationality or there will be no justice.

Our adversaries in the present conflict have known little about liberty and cared less. Their notions of justice are distorted by chosen race hallucinations and the determination to take by force the things they want that are possessed by others.

How to deal justly after the war with such nations will be the number one problem.

Two Disasters with One Cause

Cocoanut Grove and Pearl Harbor—these two nightmares of public disaster, separated by nearly a

year and wholly different in scope and nature, nevertheless hold much in common. Each was in large measure preventable, had certain persons in responsible posts been awake to the danger and had they maintained the needful precautions as carefully before the event as they later wished they had.

The anniversary of Pearl Harbor found all of us thinking how treacherous the Japanese were, and how far along the United States now is in its armament program. Far too little has been thought and said of late about the remissness of our officers on guard at Pearl Harbor when the blow fell, and about the general indifference of our citizens beforehand to the requirements of national defense in the matter of ships, planes and other military safeguards in a world where gangster nations already ran amuck.

Boston's nightclub fire and panic on November 28th, in which nearly five hundred persons either perished outright or were fatally burned or injured —not in a suburban road house as the word "grove" suggests but in a downtown Boston building crammed with pleasure seekers far beyond its proper capacity— this was but another illustration, on a limited and local scale, of what sooner or later happens when people whose duty it is to provide for the safety of human lives relax their efforts and decide to take a chance.

This is not to indict any particular individual—a task belonging to those who now investigate every shred of evidence in their eagerness to fix the guilt. No, our indictment is of the public and ourselves.

While the memory of a catastrophe or while an actual war is still vividly before us, we look to our exits and our fire drills and we bend all our energies to get the better of whatever threatens. But are we capable of staying awake and keeping our vigil when the shadow of a crisis passes? What was that about "eternal vigilance" being the price of things we cherish? Our vigilance is sporadic, intermittent, fond of cat-napping when the peril seems remote. We like being on the free list of a theatre, night club or a hotel, while we just naturally relax our work of inspection. We load our school faculties with incompetent people because their friends wanted them to have jobs. We win a war and forget to clinch the peace. It is a habit of our democracy that we need to break.

BEYOND THIS HELL

Faith that nations will be seeking security through invention and conservation, rather than war.

GLADYS RISDEN
Parma (Ohio) Junior High School

WAR is hell. But hells are not eternal. Review the hells of the ages—famine, pestilence, exposure, isolation. By inventiveness, work, sacrifice and co-operation Man has brought each hell to an end, and a better way of life beyond the hell. Living in hell strips our mind of energy wasting non-essentials, strengthens and toughens us for work and sacrifice, proves to us the wisdom of working together.

Today we march through hell. But look. The signs of the end of this hell, of a better way of life beyond this hell, are even now visible to the naked eye.

1. For the first time in history we have solid foundation for faith that the have-nots are free to educate for invention instead of war. We were *Haves*. Overnight we became *Have-Nots*. Everything we valued was at stake. Our inventors rolled up their sleeves and gave us formulas for synthetics. Our industrialists rolled up their sleeves and revolutionized their plants to make quantity production of synthetics possible. Our workers rolled up their sleeves and did the producing. Thinking, hard work and sacrifice integrated in co-operative enterprise are making us *Haves* again with amazing speed. But more important is the foundation they offer for the faith that mankind can live by inventing the means of life, instead of by wresting those means from those who have control of the ready-mades in Nature's reservoirs. For this means that insofar as unequal distribution of natural resources is a cause for wars, World War III need not be.

2. For the first time in many years we are driving thirty miles an hour and discovering pleasures we missed at sixty. To us, high incomes and high standards of living had been inseparable. We were unaware of the percentage of those incomes we were leaving on highway curves in the form of rubber filings. Now we are sweeping up those filings and translating them into terms of wasted mileage. This is a long step toward translating them into terms of tires that will help to bring the conquest of isolation to far corners of the earth. It offers nourishment for the faith that our postwar aim for a higher standard of living throughout the world is not mere wishful thinking, that conservation will release large stores of resources that can be used to help to raise the standard of living of all peoples. And this would mean that insofar as envy of another's higher standard of

living is a cause for wars, World War III need not be.

3. We are feeling the need for neighbors. In our days of isolation we felt self sufficient and magnanimous. Not without a big brother's smug patronage we told the weaker Americas, "We'll take care of you." Unfortunately we also exercised the big brothers' prerogative of going through the little brothers' pockets and appropriating that which we thought we could use better than they. We did this for mutual benefit, to be sure, but they grew to resent both the patronage and the exploiting, to look upon us with all the resentment little brothers feel toward big brothers who, in the little brothers' words, "feel too big for their pants."

But the time has come when we must say to all our neighbors, "We need you. 'United we stand, divided we fall'." This feeling that we need neighbors is a grown-up and wholesome emotion. It is the only sound basis for a world federation of states. So do we not have foundation for the faith that beyond this war there will evolve a world federation of nations that can solve the problems that might otherwise lead to World War III?

4. The fear (or the hope) that the status quo of our system of monetary rewards for work will be radically changed after this war has stimulated us everyday persons to grumbling and arguing. And such grumbling and arguing is slowly ordering and arranging our thinking. Listen and we'll hear less soap box oratory, more real discussion.

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A few months ago the issue seemed simple. There were, we thought, two choices—competitive enterprise and communistic state control. Each made his choice and tried to persuade his fellows by noise and cunning to choose the same. Now it doesn't seem so simple. We are beginning to see the fatal weaknesses in both systems. We are beginning to see that whatever system we build can be safe only if built on the rock of understanding of what makes man work and sacrifice.

We are questioning as we watch our huge amazing experiment in rewards cut by wage and profit ceilings and high taxes actually paralleled by an amazing increase in productive effort. We are questioning as we see today's men in overalls, in white collars and behind mahogany desks honestly facing the question: How essential am I to our war effort? The exceptions are in the thousands, to be sure, but we are seeing to an extent known only on our frontiers of earlier date, that it is one's contribution to the welfare of himself and his fellows that is making him feel of worth, not family, not social prominence, not pay check, not power for its own sake. We are appraising this change in attitude and feeling it to be something fundamental that we'll still be needing after the duration. And so we argue and grumble trying to find a handle by which we can hang on, to use in building our post war economic system.

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Has there been a time in history when the intelligence of the masses has to such an extent been liberated to reflect upon the basic question: Why do we work? Does not the grumbling and arguing that we everyday people are doing offer grounds for faith that such thinking by the masses will ultimately purge free enterprise of its evils, make it better in the sense that it will free a greater part of our latent productive capacity for creating a better way of life for all of us, better in the sense that it will lower the barriers of class rivalries and antagonisms?

5. A new race of men is coming back from this war—men made tougher and more dynamic by scientifically planned food and exercise; men made more resourceful and flexible by the demands of a war of movement; men more deeply and widely socialized by sharing a crucial undertaking with peoples of different manners and customs.

We of the home front are selecting our foods with more science, getting more exercise, flexing our minds as we listen to news commentators from widely separated combat areas, living vicariously with the people of whom our soldiers write home. We, too, to a lesser extent give promise of growing up to a more vigorous, dynamic, flexible outlook upon global problems of everyday living.

Such was the change that took place among European peoples in the sixteenth century as the result of the vitamin-rich foods from the new world and the mental-vitamin-rich tales of the wonders of the Americas. The consequence was our great age of exploration. May we not expect an upsurge of great undertakings from our revitalized selves?

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Yes, today we are in hell. But we are marching, we are not being pushed around. And we can keep on marching to conquest of our enemies in this war and to conquest of all war beyond this war. Hard, straight thinking, toughening, strengthening work and sacrifice, integrated in co-operative enterprise are even now giving foundations for faith that soon nations will be seeking security through education for invention and conservation, rather than war; that we shall become sufficiently waste-conscious and socially mature to conserve our abundance to share with our neighbors; that a world federation of states will grow out of our new feeling of need for neighbors that will be potent in preventing war; that our way of life will be purged of its shortcomings through more vigorous, straighter thinking by us, the masses; that a more vigorous, dynamic, motile, global conscious everyday man will emerge to inaugurate an age of exploration in human relations. Whether these promises will come to fruit will depend upon how hard and straight we think, how hard we work and sacrifice, how thoroughly we cooperate in the days to come.

CAN OUR PUBLIC SCHOOLS DO MORE ABOUT RELIGION?

Part Two of a Symposium

"How can our public schools, with due regard to democratic principles, do more than they now do in teaching basic religion or the Bible?"

REV. J. ELLIOT ROSS, C.S.P.
Catholic Clergyman and Author

BESIDES asserting our claim to political freedom from Great Britain, the Declaration of Independance enunciates several important religious truths—for instance, that there is a God, that He created men equal and gave to each certain inalienable rights, that men have free will and are responsible for their choice between moral right and wrong.

This is in direct opposition to the political philosophy that holds men to be the unequal spawn of blind mechanistic forces, some destined to rule, others to serve, none having any rights but only privileges granted at the whim of a supreme state, sole arbiter of right and wrong; and hence that whatever a state can do—execute a thousand hostages, annihilate whole towns, break the most solemn treaty—is right for the state to do.

This Declaration of Independdence was signed by men of varying church affiliation, from nonliturgical, decentralized Congregationalism, to the elaborately liturgical, strongly centralized Catholicism. Later, these signers were largely responsible for writing the Bill of Rights into the Constitution, with its provision for separation of Church and State and religious freedom.

Therefore it would be a strange anomaly if state schools might not teach the religious truths of the Declaration of Independence, on the ground that this would violate religious freedom or unite Church and State, but that teachers in state schools might teach that there is no Creator, only evolution, and that since men have no free will there is no moral right or wrong.

Certainly, if we are to bring up children loyal to the nation founded on the principles of the Declaration of Independence, we must devise some way of teaching all its religious truths in state schools. If we do not, our country will fall a victim to some political party or dictator holding the contradictory anti-religious political philosophy.

As a matter of fact, Iowa has shown that religion—even supernatural religion—can be taught in state schools consistently with separation of Church and State and freedom of religion. Separation of Church and State is safeguarded by the fact that no state money is spent for such teaching; and freedom of religion is secured by allowing any Church to appoint its representative to teach those high school students whose parents make written request for such teaching. The School of Religion at the State University has a Jewish, Catholic, and Protestant representative.

If this can be done in regard to supernatural religion, where the population is divided into many different Churches, surely some way can more easily be devised whereby our state schools would teach those fundamental truths of natural theology—some of which are contained in the Declaration of Independence—that are so necessary as a basis for our democratic freedom.

All that is needed to make more States follow the "Iowa Way," or devise their own way, is the conviction that religion is essential for the preservation of democracy. And the fact that we are now at war against a political power denying the religious truths of the Declaration of Independence may rapidly bring that conviction to many who could not see it a few years ago. In that case, there will be some good come out of the war.

▼

REV. HAROLD J. OCKENGA
Minister, Park Street Church (Congregational), Boston

SEVERAL great principles are involved in this question. First, the continuing need of the separation of Church and State, a cardinal American principle. Second, the necessity of basing character upon religion. Third, the difference between mere religion and Biblical Christianity.

I have before me a letter from a Jewish mother living in Metropolitan Boston, written to a school teacher, claiming the first principle as the right of her child. "I regret very much that you have failed to agree with me that the public school is not the place to teach anything that might embarass *any* child. I am not speaking for my daughter's religious rights, but for all children in the United States. While you are legally correct in reading what you wish from the Bible, the sections you have been choosing are violating the spirit of the American system to keep sectarianism out of the public schools."

An incident occurred on June 29, in a hearing before the Boston School Committee on the Weekday Religious Study Plan for Schools illustrating the third principle. A witness from Bedford demanded assurance that study of the Koran would be permitted. A mild flurry was created thereby. Those

wishing religious instruction did not wish the Koran to be taught.

The second principle is becoming widely demonstrated in the utter ineffectiveness of what has been called non-sectarian character education by habit formation. There must be a thoroughly religious basis to character training.

Largely we must conclude from the nature of the problem that religion cannot be taught in the schools. This must be a private and sectarian matter. Religion divorced from Biblical Christianity is worse than the absence of religion. State and public funds absolutely must be kept from subsidizing teachers of religion, from transporting pupils for religious instruction, and from any other religious propagandizing.

However, the ideological conceptions underlying American government are Biblical and Christian. We believe that the Bible should be read without comment in schools. Wisely selected portions are spiritually illuminating. The plan of dismissing children from public school attendance for private religious instruction in churches is a helpful practice, both acknowledging the need of religious instruction and making possible a systematic attempt by churches to communicate their faith.

The fact that more than fifty per cent of our youth have no church relationship complicates the problem. It places a great responsibility on the Churches to go forth into the highways and byways to reach the non-religious section of the population.

The fundamental ideals common to the Protestant, Catholic and Jewish Faiths, namely righteousness, integrity, purity, charity, etc., must be retained as most important in our American heritage. If they cannot be retained in the public school system, there is strong argument for the private Christian school system.

Not the introduction of religion into the schools but the return to the Christian religion in the churches and homes of America is the greatest need of our hour.

▼

RT. REV. WILLIAM A. SCULLY
Secretary of Education, the Archdiocese of New York

THE WRITERS of the Declaration of Independence and the American Constitution were religious minded men. They laid the foundations of our democracy on a religious basis. They declared that the people of this country, as free men, owe their allegiance to Almighty God. From Him, alone, they receive their "inalienable rights."

A realization of the brotherhood of man, a basic concept of democracy, is not possible without a belief in the Fatherhood of God. The roots of American life are imbedded in the religious traditions of early colonial life.

Should not the schools of this twentieth century America foster these religious concepts? If America is to survive the materialism of this age, should not the schools of this land contribute their share in making the youth of America strong not merely physically and intellectually, but also spiritually?

The average Catholic layman has expressed his conviction in the matter of education of youth by establishing the parochial school system. His philosophy indicates that religion is the heart and core of all education and that education should be permeated with religious ideals. The financial sacrifices of religious minded people and the labors of the teachers in the parochial schools have been joined to put into practical operation this innermost conviction. Other religious bodies, imbued with this profound concept of education, have followed the same procedure, notably the Lutherans and Jews, who, in many localities, have established their own parochial schools.

Our concern for the spiritual welfare of the youth of America is well known. Hence our interest in the problem of religion for the public school children. Our participation on the Coordinating Committee for the furtherance of the released time program in New York City has brought about a more intimate association with our Protestant and Jewish confreres. The warmest feelings of mutual personal regard have resulted from this association.

This program, however, arranges for the public school children to be released from regular public school classes one hour a week and to be instructed at the request of the parent in church centers away from the schools. Most of the religious leaders engaged in this work will admit that this experiment reaches only a portion of the public school children. In this view we concur.

In some communities, largely under Protestant auspices, the ministers of the various denominations are permitted to enter the various public school buildings and to conduct religious instruction classes for children whose parents express such preferences. Our religious leaders in these communities have co-operated by conducting instruction classes for the Catholic children. Where this method is employed, substantial results are evidenced. In many states, constitutional difficulties are encountered, preventing the operation of this program. In some states, however, local communities permit this practice in spite of constitutional prohibitions. This procedure seems better ordered and produces better results than the released time program. It seems to us that, if the religious denominations in each state united to institute constitutional changes, this program could be successfully conducted without prejudice to the principle of the separation of church and state and without violence to the religious convictions of minority groups.

These considerations are explanatory in view of the larger problem submitted in the question: "How Can Our Public

Schools, with Due Regard to Democratic Principles, Do More than They Now Do in Teaching Basic Religion or the Bible?"

It is difficult for us to conceive how the public schools as they are now administered can permit the teaching of basic religion or the Bible. Today many people adhere to no church. Some are definitely antireligious. Many are opposed to any intrusion of religion in the public school system. In view of this strong opposition and the declared policy of our secular educational leaders, we feel that any attempt to teach basic religion or the Bible would stir up tremendous opposition and bitterness.

Many writers have attempted to offer solutions to this problem but to our mind without avail. The inherent weakness of our public school system in relation to religion and morals is evident to all right-thinking men. The solution seems to us to rest in the acceptance of a philosophy similar to that which is basic to the parochial school system or at best an acceptance of instruction in the public schools conducted by the Protestant, Jewish, and Catholic ministers, rabbis, and priests at specified times for their own respective adherents.

Surely, the genius of the American people will find an answer to this perplexing problem. Its importance cannot be overemphasized. America is destined to continue as a nation dedicated to liberty and justice. The youth of our country must be given the opportunity to know and love the traditional spiritual and religious ideals which animated the men who in the eighteenth century conceived a democratic nation founded on belief in God and love of neighbor.

CITIZENSHIP FROM A BROKEN LEG

HELEN VAN GILDER KASPER
Stuart Junior High School
Washington, D. C.

FRANK N. ——, a junior high school student, was quite proud of his new shoes, and the squeak filled his heart to satisfaction. He knew that in time the stiffness of the shoes, which hampered his playing, would be gone. But a boy is not to be denied his happiness even for a day. Frank fell, and there was an agonizing wrench. His left leg was broken.

Naturally the school buzzed with excitement, and I was horrified to learn that the Frank that the pupils talked about so excitedly—was Frank N.—in my section! Naturally, I was in an extreme state of excitement, visited the hospital, and met the boy's parents. I offered the usual condolences, and the usual old magazines. But Frank's mother, being reassured that her son would suffer no permanent disability, was quite apprehensive that Frank should not suffer another equally important loss, being delayed in his school work for at least a semester! Although Frank's parents were of moderate circumstances, they inquired about tutors to be hired to permit Frank to keep up with the class. And, slowly, as the pupils reported seeing Frank from day to day, a plan formed: why not take this example of calamity in the life of a pupil, and turn it into an example of citizenship, of good neighborliness, of Christian brotherhood, and also accomplish the parents' wish?

I took the matter up with the section, and appointed a committee to arrange for the details. It was they who, with a command of the various pupils' abilities that no section teacher really has, placed the various members of the section in their appointed positions on the project. It was they who formed the various teams that undertook to keep Frank informed about the lessons, and furnished the contact with the classes, even to the examinations. This period of disability continued for more than ten weeks, but through these contacts Frank was actually able to be above the average in his class.

Frank, of course, was restive at being confined and had found other pleasures during the time while his leg mended. With the spirit that prompts schoolmates to call the stoutest member of their group "Skinney" he called his wheel chair "Sea Biscuit." He also had little "Willie," who by his antics on the plaster cast helped pass the time. Little "Willie" was a turtle, the size of half a dollar, and he had come by an indirect channel from the science classroom. And Frank loved to dream of endowing "Willie," his companion in solitude, with a more marvelous castle than the one that "Willie" had tenement privileges on in the science classroom.

It was during the Christmas festivities that the citizenship training took its most impressive form. As section teacher I procured a multi-colored pad of heavy paper, and affixed a Christmas seal to each sheet. I gave one sheet to each of Frank's schoolmates and teachers. As an art project the class made an elaborate binding for the letters, which each of them wrote.

I know that Frank, the class, the other teachers, and I obtained a great deal of personal pleasure from this volume from the class to Frank. I know that Frank's parents, and Frank himself look upon this bound group of letters with pride and affection. The real contribution to society lies, however, in the fact that Frank has continued in his studies with the children he started school with. They in turn gained a lasting lesson in cooperative group living.

APPEASEMENT IN SCHOOL DISCIPLINE

LOUIS FOLEY
Western Michigan College
Kalamazoo

A RECENT magazine article* tells the story of a problem pupil of the most "extreme type" in whom a "great change" was brought about by unorthodox methods in handling his case. The narrator, who was this boy's adviser, appears to be satisfied with the result when he speaks with modest pride of being "indirectly responsible for his salvation". If this story were merely prose fiction, it would hardly seem to belong in a serious educational periodical; apparently it is to be taken as an actual case-history which has been streamlined into popularly publishable form. The situation described and the unusual manner of meeting it are sufficiently remarkable to hold the reader's interest. Whether it demonstrates any principle which would be generally applicable is a question, the answer to which may determine the usefulness of such a contribution.

On his first day as a high-school freshman, Tony Apostali pulled a girl's hair, placed a thumb-tack in somebody's seat, threw an eraser, was insolent to a teacher, and locked another boy in the school vault. The principal considered him a fit subject for the reform school, and told him so. But his adviser asked that he "be given another chance," and proceeded to appoint him the next morning as acting president of the "advisory", a sort of student council.

Tony promptly "tackled the problem with characteristic truculence," and ordered the other "mugs" to come across with the fifty cents for a student card or "get a swift kick in the pants." On the following day the principal proudly announced the success of this freshman group as the first to complete its collection of student dues, and the credit went to Tony. After this brilliant beginning he advanced to greater glories; he organized a winning basketball team, arranged a picnic, and put on an entertainment program featuring his own irresistible imitation of Donald Duck. When the conniving instructor could no longer decently postpone a regular election, Tony railroaded himself into official position by "legal like" methods. After several subsequent elections, e v e r y b o d y "gradually forgot about the ritual", and he continued his dictatorship undisturbed throughout his high-school career.

It is quite evident that he became increasingly autocratic as time went on. "He reveled in being the boss, and he brooked no opposition." He drove the "advisory" to a wonderful record in sports and in money-raising activities, of course just the sort of thing which is easy to publicize and is well calculated to advertise a school. On the night of his graduation the board of education conferred upon him a new award, a gold medal for having "done most valuable service for the school" during his four years there. When his adviser congratulated him after the ceremony, he confided that he had just enlisted in the Navy, to help "lick the stuffing out of those dictators."

It would be interesting to know just what happened during his first few weeks in the Navy. One might expect that he would try again with full confidence the same methods which succeeded for him so admirably in high school. We rather doubt, however, if that same autocratic procedure would work quite so well in the new situation. Mere insubordination and disorderly conduct would hardly gain him immediately a position of authority where he could lay down the law as to what his comrades "gotta" do.

In the story of Tony's four years in high school, the nearest approach to any mention of actual studies is a slight reference to an "A" student who, at the so-called election, seemed somewhat doubtful but was not allowed to express his sentiments. Naturally no one could pay attention to the insignificant youth who took seriously such dull things as lessons and text-books. Obviously so pale a personality stood no chance; he simply lacked all quality of "leadership."

No doubt we can readily agree that the problem of Tony would not have been solved by merely repressive measures. Any real and permanent improvement in his conduct had to involve some proper outlets for his energies. His adviser was surely right in judging that the boy needed the experience of feeling personally responsible for definite things; his lack of any sense of responsibility was certainly an important part of what ailed him. Yet one did not need to go to the extreme of starting him off with the biggest job in sight.

There is much to be said for the classic method of handling a bully: first putting him unmistakably in his place, and *then* magnanimously giving him every chance to "make good". He has to learn the decent humility, the consideration for other people's feelings, which one must have in

*"Dictator," by Franklin Cummings, The Journal of the National Education Association, vol. 31, no. 8 (November 1942), p. 247.

order to be a civilized human being, and which we see no indication that Tony had begun to learn. Presumably any idea of "punishment" was inadmissible from this adviser's point of view. It may be said, however, that some kind of reparation or expiation is requisite, *not* merely as a matter of vengeance, but in order that the wrongdoer may have inward peace and be able to respect himself as a moral creature. Such a solution is by no means simply negative or repressive, but essentially positive. In Tony's case, however, the problem was not met at all, but only sidestepped. There is nothing to indicate any important change or adjustment on his part; the rest of the school was adjusted to *him*. If we accept the criterion of expediency, no doubt the affair was managed cleverly enough, but it seems like an abject surrender of basic moral values in education.

With apparently quite unconscious irony, the narrator speaks of the "democratic form of government" in that school. Some people have curious notions as to what "democracy" means. The teacher — the supposedly mature and well-balanced person who is theoretically in charge of the situation—must at all costs avoid anything that might look the least bit like being autocratic. He must seem not to be exercising authority at all. On the other hand, it is perfectly all right for a self-willed pupil, without sympathy and without preparation for a position of command, to be as autocratic as he likes and to ride rough-shod over his less obstreperous comrades. If we really thought that *that* was what "democracy" meant, some of us would rather fight for something else.

Of course this story ignores various items which would be included in a serious case-history. So it might be pretended that a reader of this narrative does not know the boy well enough to pass judgment upon his conduct or what the school did about it. The answer is that the case is simply misrepresented if the adviser has omitted any information which would indicate a conclusion different from what is to be inferred from the facts as stated. However much it may be oversimplified, either the story means what it naturally seems to imply, or else it is quite meaningless. Assuming a serious intention on the part of the narrator, we are surely justified in interpreting the problem and its solution according to the data actually given.

The "solution" described looks like a good course of empirical training to prepare Tony for becoming an effective ward-heeler, a gangster, perhaps eventually a "big shot". Such scraps of formal education as he may have acquired in high school may help him to rationalize his high-handed conduct and make it seem plausible. There is no evidence of his having had any proper preparation for living in a society which desperately needs individual self-discipline, personal responsibility, and consideration for others, if democratic ideals are to survive.

More important than what happens to Tony is the effect upon the morale of the school. We know of some *really* "progressive" schools where there has been built up a tradition of respect for school offices as recognition of faithfulness in the discharge of duties. That kind of attitude on the part of pupils is not encouraged by using positions of supposed honor in order to pacify trouble-makers, so that they may dramatize themselves and compensate for a sense of inferiority by developing a conquering-hero complex.

The lesson to be learned by other pupils from the handling of Tony's case is very plain: if you have been egoistic and inconsiderate in a few things, you shall be made ruler over many things, and enter into the full joy of lording it over others. Those who patiently cooperate and try to obey the rules will receive no special attention. The real prizes which carry prestige in school and community will be reserved for the unruly, the obstinate, the trouble-makers. The only condition is that their unruliness be so pronounced as to be genuinely difficult to handle. Minor offenders will of course be promptly put in their place, but if you are bad in a big way, you will be placated and honored therefor. If you are a sufficiently incorrigible bully, enlightened educators will follow a course of *Realpolitik* and play you up as the hero of the school. Naturally it will be "manners" for the unimportant good youngsters to fall into line. Some of them will be happy to act the "stooge" and accept such morsels of recognition as you may deign to fling them. Our sympathy goes out, however, to the quiet, well-bred boys and girls who will be sadly disillusioned by this cheap expediency. Instead of an implanting of ideals to live up to, they will have experienced a demonstration of the cynical moral: what's the use?

Seats of Learning

Two high school teachers were comparing notes on how to get pupils of ability to do more studying. Miss A told of one girl, Christine, whose mother had tipped off the school to the effect that her daughter, who was really very capable, was doing little studying at home, and couldn't they keep an eye on her and see that more was expected of her? Miss A said she had thereupon changed Christine's seat to the front of the room and the resulting improvement in her work had been remarkable. At this the other teacher declared: "I never had but one failure in the first two rows."

Clearly not every pupil in the average class can be accommodated in a front seat. But a little thoughtfulness on the part of the teacher will put those pupils there who can profit most from such a transfer. It is surprising how much difference may sometimes be produced by a minor shift of scenery.

BOOKS FOR YOUR LEISURE TIME...IF ANY

MARY ALLISON BELDING

One Small Candle

Those who remember "Victoria Four Thirty" will eagerly welcome the newest offering of Cecil Roberts, which is "One Small Candle" (Macmillan). The novel is built around the personal fortunes of Charles Woodfall, nephew of an English physician, whose preparations to follow in his uncle's footsteps are broken off by the accidental success of a play which the youth has written. A trip to the United States winds up with Charles visiting his great aunt on an orange farm in Florida, where she rules her household including four grown children with perfect tyranny. But tyranny never did keep young people from falling in love—and Laura would have been hard to resist in any case. However—there is a Polish nobleman to complete the triangle and give it an unusual corner that points to the continent of Europe, to Vienna at Christmas time, and to ill-fated Poland. The book supplies mystery, romance, and tragedy as well—all interwoven into a soul-stirring human drama which you will not wish to drop until you have finished with it. Mr. Robert's characters have life in them and he writes in a style that merits reading aloud. This, after all, is quite a test.

House for the Sparrow

Picture a family of individualists, unconventional and seldom restrained—a family that moves to a different house as regularly as October rolls around. Here is "Miss Letty" who runs away in her wheel chair on the slightest excuse; Philip the camera news man, Effie his wife; their children Ding and Sue and Weston, each with marked characteristics; yes, and Clara, who is seventeen and wanting to be like other people. We see Parkdale lifting its eyebrows as these assorted personalities move into a vacant green house on their exclusive avenue and begin to keep rabbits and hens, build a wireless station and otherwise settle down as owners to do about as they severally please, regardless, and to lead contented lives—all but Clara. We follow their doings and learn to love each one of them. Clara's psychology, with its divided yearnings and her reactions to the wooings of her two suitors may not be altogether convincing, but we are not bored. Here are amusing incidents, wholesome reflections, keen insights into the hearts of young people and older people who will be forever young. Light and joyous reading for almost any one is "House for the Sparrow" by J. T. Yenni (Reynal and Hitchcock).

Paul Revere and the World He Lived In

One of the foremost Americans of the revolutionary period has been brought to life and with him the whole sweep and tempo of the colonial revolt in Massachusetts, in "Paul Revere and the World He Lived In," by Esther Forbes (Houghton Mifflin).

Vastly more than an ardent awakener of farmer patriots on one critical night was this hard-riding hero. We see him as an ingenious craftsman, silversmith extraordinary, engraver of copper, organizer of artisans, maker of church bells and printer of paper money, fellow conspirator with Sam Adams, Hancock, Otis and the rest of those freedom lovers in the plot to throw off tyranny. Truly a man of parts, turning his hand and mind to whatever needed to be done in those stirring days of opportunity and challenge, was this son of a French Huguenot father and an English-stock mother. He was a second Franklin in his versatility, and not merely a dweller in his times but a moulder of them.

Time and the Town

Now comes a book about quaint old Provincetown that is not a dull guide to the points of interest but a heart-warming appreciation of that land's-end settlement, one-time center of a great whaling industry and forever a place of brave men committed to adventuring in the quest of fish. For more than thirty years, Mary Heaton Vorse has lived in Provincetown and loved it as the one spot on earth that satisfied her concept of a home town. Here she has produced a number of sincere and delightful books—and now she brings us "Time and the Town" (Dial Press, New York). It is a mingling of modest autobiography with stories of the whaling tradition, the people of earlier generations, the houses and customs, the impact of new neighbors and new ways, and a host of other items and descriptions to make any reader grateful and more eager than ever to visit this tip of Cape Cod and for the first or tenth time view what may yet be viewed and imagined in this unique community, so aloof from modern din and bustle, yet so interlinked with American history and the excitements of the seven seas.

To the author, it is still Kibbe Cook's house in which she makes her home—and it is men of that famous whaler's sort who give salt to her story.

Look to the Mountain

Motoring through New Hampshire—preferably in colorful October—you pass through peaceful villages and you observe between these villages scattered farm houses. Did you ever stop to fancy how the people of those parts came to live where they do? Evidently Le Grand Cannon saw this question written in the haze around Mt. Chocorua one day, and set himself to write the answer in a book. He calls it "Look to the Mountain" (Henry Holt), and it is at once a tale of two lives and an epitome of the urges, the vicissitudes and the triumphs of those pioneers who ventured onward up the slendering river valleys to lands that could be had for the settling. So went Whit and Melissa up along the Merrimack and on and over—to build a home and wrest a living from the wilderness.

The author has a way of writing that is so simple and almost abrupt you wonder it can be so charming. Yet it is. The style seems to fit this story of rugged, freedom loving persons—typical of thousands who have reached out to make this nation what it is.

Days of Ofelia

Some authors are guilty of going to another country, accepting its hospitality, then returning home to write a sly little book which pokes fun at all the strange habits and customs of the people just visited. All of which makes very amusing reading indeed . . . but Gertrude Diamant's "Days of Ofelia" (Houghton Mifflin) is certainly a most charmingly written book, humorous and at times pathetic . . . and she makes use of no such methods. Rather it seems as if Miss Diamant had projected herself into the persons of the Mexicans she visited, as an artist must in some way project himself into whatever he paints, animate or inanimate, in order really to catch the mood he wishes to put across, and she emerged understanding their ways and manners which differ so greatly from our own.

Miss Diamant arrived in Mexico a total stranger, bent on making a study of the IQ's of the Atomi Indians. She had gleaned the number of an apartment to rent from the want-ads, and struggled, valise in hand, to find the place which was located way off the beaten track. When she finally found it, she found Ofelia also—Ofelia, the little daughter of the caretaker, who attached herself to Miss Diamant with so passionate a tenacity that the latter could not lose her —nor did she want to after she really began to know Ofelia.

Miss Diamant became so fascinated with Ofelia and with the trials and tribulations of her family and friends—so involved in trying to understand the working of the Mexican mind (their favorite excuse when anything would not work: "Pues, senorita, it is decomposed!") that she soon neglected the Atomi Indians completely. Result: a book which rates all the asterisks in the printer's type font.

Bright to the Wanderer

The times we live in have underscored the worth of freedom. One result is an outcropping of freedom books. An example of these is "Bright to the Wanderer" (Little, Brown).

It takes us back to 1837 and the Upper Canada Rebellion — of which we may never have heard before. All the more exciting, then, is the narrative as Bruce Lancaster spins it. That rebellion, by the way, was an effort to cut loose from Great Britain as Americans below the border had done a half century earlier and with better success. Yet the Canadian affair supplies groundwork for Gil Stensrood and his kith and kin to cut romantic figures before our eyes. Some of the setting, by the way, is not in Canada at all but in this country, particularly in the State of New York.

ART STUDY

ROBERT B. BUCKHAM

SAYS a well known art lover and critic, "It is my purpose in life to avail myself of every opportunity, no matter how trifling, to turn the attention of my fellow men to the study and cultivation of art, and who can say what mere suggestion may not result profitably in this way? What is it that leads one to consider aesthetic concepts? Is it not, many times, trifling and casual occurrences?"

There is much truth in these words. Many years ago, there was a man who conducted a barber shop in one of the side streets of London. Being of a social nature, he would often discourse with his patrons while serving them. And he had a son who was accustomed to spend much of his time lingering about the shop and listening to the conversation carried on there. Observing him there one would often query, "And what are you going to make of your boy, a barber, too?" At such times the answer invariably was, "No, not a barber, but an artist!"

In after years that boy grew up to be the great English artist Turner, and he used frequently to say that it was his father's often repeated remark that ultimately turned his mind toward the cultivation of art. So the chance suggestion of a parent, uttered perhaps even from a sense of humor, led to the career of one of England's most famous painters.

Far and above all other influences, nature is the kindly guide that leads us to the appreciation of the artistic in all that we experience and see in the material world about us, for art is the child

of nature. She it is that pleases and delights us with myriad forms of harmony and beauty, and constantly beckons us on toward the ideal, her ultimate objective. As someone has well said, "We elevate our standard of action and thought in the degree that we seek after the ideal. It is aspiring to perfection which attracts man on toward his destiny. In no way can one benefit his fellow man more than by promoting his progress toward the ideal."

One of the chief values of the artistic in every field lies in its unfailing allegiance to the truth. There are two masters that can never dwell together under the same roof. The one is art, and the other dissimulation. When the latter enters in, art flies out of the window. With any departure from the truth, the artistic collapses.

It is through the cultivation of the artistic, the aesthetic, the appropriate, that we achieve good taste and right thinking, and are able to judge correctly as to what are the true values in life. In spite of the culture and refinement of centuries of progress human nature is still prone to yield to baser instincts if not constantly curbed—all of which are abhorrent to the soul of art. Subtly and almost imperceptibly the inferior creeps back upon us unless continuously halted. Wisely and patiently the baser must be overcome lest it eventually overcome us. The good, the true, the beautiful, have a value to be earnestly coveted.

HOME ECONOMICS PLUS

CALVIN T. RYAN
Nebraska State Teachers College
Kearney

THAT we are better prepared, both in our armed forces and among our civilians, to face the consequences of this war than we were in 1918, is due in no small part to the work of nutrition and health workers. We know more about food values, hence more about the health and economy of running a home. Furthermore, we have more persons qualified to help teach others.

Here is a medium sized city, served by a small powered radio. But over that station daily one can hear talks by specialists in canning fruits and vegetables. Through the college radio programs, the students and their instructors give talks in which sugarless recipes are explained. Housewives are reaping the results of this free service, and are writing in for more help. The American housewife is always willing to learn.

Then in the field of clothing, certainly we are going to need help in the selection of substitute materials, and in the wearing of what we have to better advantage. Here again we can call upon the workers in our home economics classes.

Students in the Home Economics department of the college in Kearney get not only training in making their own dresses, but also in wearing them. With women in the Army, in the Auxiliary, in defense jobs, certainly what is appropriate to wear is a significant problem. Recently the department held a style show in the college auditorium in the form of a pageant. Each scene represented a life situation, and in these scenes the girls wore dresses suitable for the occasion. It was an interesting experience for those participating, but none the less so for those in the audience.

▼

Surely there are not many left in the United States who think of the work in home economics as being confined to cooking and sewing. Certainly there are not many who think of the work as suitable only for those students who are not interested in or capable of doing more academic work. It is the meeting place of the sciences and the arts. Home- and Family-Life Education carries one beyond the laboratory. It is social. It is cultural. It carries one into the home, and right now into the nation's welfare.

With the advent of the radio, students in the home economics field have a splendid new opportunity to serve adults. This they are doing, and since Pearl Harbor, with even greater frequency. These students are getting the training in radio speaking, and in radio speaking, and in the writing of radio script. They are getting the satisfaction of contributing something to the cause.

Certainly no single field of workers needs training in the language arts more than do those who are working in home economics. They have so much to communicate, and just now there is such a need to have them communicate it. Students in this field need to know constructive English; how to express themselves vitally, clearly, and effectively. They need to know speech in every form.

It is only among schools with the broader concept of what can

be done in this field that we find emphasis upon the need of students for the ability to express themselves clearly and interestingly. So frequently I have found students majoring in Home Economics who apparently think they will have no need of speech training or of literary knowledge and appreciation. In high school they have been led to believe that all they will need are skills and knowledges in their limited field. With the present interest in semantics, we should be slow to scorn the work in language arts. Leaders in all fields these days have to stand before audiences, and often have to prepare and read papers of some importance.

The home-maker is something more than a cook or a seamstress, or a home manager, however important those activities may be. He or she is a citizen, a community leader, often an officer, if not a promoter, of some project or community improvement. There is no reason why students should not be taught such leadership. Perhaps the Home Economics Department, or the Home Making Department, whatever it happens to be called, should not be expected to give the particular training, but the department should cooperate with the English and speech departments by insisting on applied work in English.

Miss Ivol Spafford in her *A Functioning Program of Home Economics* often mentions the work in the language arts which is being offered in schools and colleges in the United States, but the work is general rather than specific. Mention is made of the WHAT, whereas it should include also the HOW. It is quite possible for a speaker to spoil what he has to say by the manner in which he says it.

The speaker who mumbles, or who speaks in a monotone, or who mispronounces such words as *research, adult, address, exquisite,* or who says *proGRUM* for *proGRAM, atha-letics* for *ath-letics, choc-lit* for *choc-o-late, vi-let* for *vi-o-let, di-mond* for *di-a-mond* is not going to pass muster as a college graduate, or impress those who know the language. Obviously those who make egregious blunders in grammar, who use singular nouns with plural verbs, or singular antecedents with plural pronouns or verbs, are not going to impress a literary group with their knowledge of adolescent and family problems, or how to develop personality. After all, one's speech is a form of behavior. Good speech is good manners in talking.

Permitting a student to hand in a paper written in slovenly English is abetting the student's bad language manners. Permitting a student to speak before the class in monotones, or with mumbled phrases, again is fostering rather than correcting bad English habits. The English teacher should be held responsible for the original instruction and a possible drill, but other departmental teachers must cooperate by demanding the training be carried over into practice. Many a girl spoils her future by no greater effort than opening her mouth.

One might take the offering in "Language Arts" as set forth in the Wells High School, Chicago, curriculum for Grade 9B, and insist that the reports, written or spoken, on the Unit Elements be given in acceptable English. Naturally we should not expect the same perfection of speech or expression from the ninth graders as from the twelfth, or from college students. Through the preparation of such reports, the pupil should learn something about organization of material, something about writing or speaking with an audience situation in mind.

When Edith Wharton wants to show the incompetency of governesses, the educational seriousness of neglected children resulting from a round-robin of divorces, she has the seven children display their inability to spell and to pronounce ordinary words. When Arthur Schnitzler wants to show the effect of guilt on Theresa, the leading character in the novel by that name, he uses, among other devices, her chagrin at the language which Franz, her son, has acquired. How a person talks is an index to what he is.

The language arts in the whole field of Home- and Family-Education become part, an important part too, of the personality development toward a happy future. They are something to be used "here and now" as well. Furthermore, the speech of the parents becomes the speech of the children. The language habits formed in the home are difficult to uproot. Sally reports that "I didn't *git* there on time." Sally's mother says the same thing. No child of the South, white or black, is born with "You all" or "I reckon"; but he soon acquires both expressions. To improve the speech in our homes of tomorrow we must begin with the students who are in our classes today. The job is not one that all other subject-matter teachers can throw into the laps of the English teacher, and declare it none of their business. Every teacher who teaches *in* English teaches English.

The Objectives of Self-Realization cited by the Educational Policies Commission in its book, *The Purposes of Education in American Democracy,* include such statements as follow: The educated person can speak the mother tongue clearly; read the mother tongue efficiently; write the mother tongue effectively. These requirements are not restricted to any particular group. They apply to the "educated person" in whatever field he or she finds herself or himself.

The very fact that the enlarged field of home economics must take the students beyond the laboratory makes it necessary for the department to prepare them for that experience. Radio programs, demonstrations, papers before groups

—all these require something more than specialized skills in the specific field of industrial arts. That is, the participants must be trained for "here and now" activities. But such training must be sufficiently thorough to carry over into adult life and experiences. Students should be made to feel that they are "in training" for a life work, and that early practice will establish lasting behavior patterns.

"To normal, active men or women, in whatever kind of work they are engaged, or whatever are their duties and social responsibilities, the reading of books should be as natural and as inevitable a function as eating, drinking, bathing, taking exercise and sleeping," Burton Rascoe says. Yet I find students who apparently do not understand any need for acquiring a taste for good reading, or an appreciation of poetry. In so far as I have been able to detect, their only explanation is that they are home economics majors; hence will have no need for such pastimes.

Much of modern literature can be used to help solve family problems and adolescent aberrations. Writers in the field of mental hygiene are advocating the use of literature to show young people many behavior patterns and the consequences of living on certain social levels.

Such studies are most significant, and have their place. But the home-maker is to be a part of normal, functioning social existence, where he or she will find men and women discussing drama and poetry and fiction. Such persons will be acquainted with Shakespeare, Milton, Tennyson, Browning, Millay, and Robert Frost; perhaps even more acquainted with Margaret Mitchell, Hemmingway, Struther, and Day-Lewis. Then it becomes necessary to have training in literary appreciation. Perhaps there is no need to become a literary critic, any more than there is need for all of us to be music critics. Nevertheless, a speaking knowledge of what others are talking about is necessary if we are to be the happiest and serve the greatest purpose.

Frequently in *Mental Health in the Classroom*, the Thirteenth Yearbook of the Supervisors and Directors of Instruction of the National Education Association, one reads of the necessity for emotional balance. In Margery Wilson's *The Woman You Want to Be*, one finds the need of being able to converse intelligently, and for real charm, emotional balance. Just as life is something more than the business of living, however significant that can become and is right now, so is education something more than textbooks, recitations, and laboratories.

It is no less true now than it is in normal times that the student who goes out to work in the field of home economics will need some diversion from her work which will in turn prove profitable to her. She will need to read for her own sake. She will need to read in order better to communicate her own ideas.

The real danger confronting school and college courses in home economics, more pronounced right now because of the immediate need, is that of turning out students who know nothing but the skills acquired in the laboratory and the classroom. They are extremely important, but the student will need some background to absorb them, and even more to communicate them to others.

Your Washington was willing to shed blood in order to defy the constituted authorities. Your Lincoln was willing to shed blood to uphold the constituted authorities. They have both been justified. There can be no rule of conduct. That which brave men do with wisdom lesser men make rules to justify.—*Walter Lippmann.*

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

School administrators and teachers are definitely between two fires in these days of crisis. On one side are arrayed all the external agencies which urge us to prepare boys and girls for war lest they leave home unprepared. On the other side are parents and friends of our students who, naturally, want them to remain at home as long as possible. The Army, Navy, Air, and Marine Corps officials and the United States Office of Education are definitely in the first category as are the American Legion, its Auxiliary, National Rifle Association, and others. The Victory Corps idea is a brain child of the moment. I am for it, but I am also aware of the attitude some anxious parents have toward it. The theory back of the program is that American schools are obligated to do everything possible to prepare future draftees for the exigencies of war. To that end the curricula of thousands of American schools are now being revised and we hope for the better.

The point which the local school must make clear to the public is that the Victory Corps and all other curricular and extracurricular innovations are being initated *at the request* of the federal government; that they have been endorsed by hundreds of prominent leaders. Further, the local faculty

has no desire to serve as a recruiting agency. Its sole purpose is to make available to adolescent boys and girls every facility which will in any way make him or her an efficient and loyal servant of his country. The choice of whether to wait for the draft or to enlist now, to go into the air corps rather than the navy, to remain at work on the farm or seek big pay in the large city defense industries—are problems for parents and their children to decide. We do not want to hurry them off to war! With this contention, adhered to by hundreds of emotionally upset parents, school men agree. Now that the 18-19 draft legislation is passed, it is a certainty boys now in high school will go into the armed services. We do not want to see them go, but if they must go let us see them off as physically, mentally, and morally fit as we can!

▼

As a prelude to the November national election, we recently scheduled a general assembly consisting of a panel discussion participated in by boys who last year attended Wolverine Boys' State. These "conferences" are now held in more than a score of states each summer. Sponsored by the American Legion, their purpose is to give the boys an opportunity to put "into actual practice the theories of American Government as taught in the class room through the actual control of the city, county, and state offices as organized under the plans of the mythical 49th state."

As a matter of principle the Boys' "states" should definitely be continued. Sponsors of the project, however, have yet to surmount one obstacle. Soon after arrival the boys detect that elections to political offices are not obtained "exactly" as their civics text books would have them believe. Vote blocks are traded, high sounding phrases rend the sky, and in devious other ways the youthful citizens ape to perfection the complete repertoire of political tricks as they have seen them practiced by their elders. If the project is to achieve a good purpose, emphasis needs to be placed more upon the elimination of undesirable political practices than to become proficient in them.

▼

To what extent have the local secondary school curricula changed to meet the present emergency? Brief reports from each teacher are now on my desk. They make fascinating reading. Mathematics and science are in high gear, but all subjects are affected greatly. Students are being conditioned for war but also for peace. Teachers here are aware of the tremendous responsibility now placed upon their shoulders. Here is one professional group which is definitely *not* apathetic.

Good Morning, Teacher

RUTH C. FREY
Ottawa, Ohio

End of the Production Line

Do your work with definite ideas of what you hope your pupils may become—not models of deportment, not book-worms, not miniature "yes-men" for you, not well-informed visionaries, but honest, loyal, cooperative individuals preferably controlled by inner ideals; but if not strong enough for that, at least wise enough to be obedient to outside law. With well-established ideas of your own as to the nature of the school's aim and with a firm expectancy, your pupils will yield you recognition and follow your lead gratefully. Make sure that your ideals are worthy of the situation. No low aim will suffice. Children in their lack of experience seem to be equipped with an uncanny intuition for reading adult motives. No child must do thus and so merely because you ask him to or because you have let him know that is the way to please you. Your requests must be so evidently worthwhile that no thought of non-compliance will come to the pupils. The reason that any person controls a situation is that he controls himself and through his assurance comes confidence on the part of those he leads. With this mutual confidence all things fall into their proper places and harmony is complete.

▼

Questions

Do pupils obey some persons more readily than they do others? Surely; the tone of voice and manner of the person in charge communicate themselves to the pupils and the result is the same as oil in a tight, creaking hinge; else why do mothers speak so calmly in time of danger?

What are the evidences of self-control in the teacher? Calmness or its appearance; slow motion; easy, quiet voice; no flurry; no hurry; naturalness.

Can this be learned? It comes through practice in school and out. Never permit yourself to shout or cry in your management of children.

Doesn't the teacher's control of her class destroy their initiative? Initiative of the wrong sort, yes; but not that constructive initiative of ideas and actions which grows out of the atmosphere of mutual confidence. Such a relationship of teacher and class is conducive to ease of action and of speech just as true friendship brings us all (on occasion) to the speaking silence.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

There's Value in Marks

School marks are being hammered pretty hard now—with the result that many schools and school cities may discontinue giving them within the next few years.

Three of the foremost arguments used against marks follow: 1)" The child works for the mark rather than to learn the subject matter." There is nothing serious in this—practically everyone who works works for a salary, but that does not necessarily minimize or nullify the achievement. Some individuals may not accomplish much but that isn't because they are paid or receive marks—it is due to their lack of capacity or desire —and it will take more than reducing the salary or discontinuing the marking system to improve either.

It doesn't make much difference whether a child learns everything expected of him because of working for a mark, for a ten dollar bill or his grandmother's blessing—the important thing is that he learns it and can apply it.

This does not preclude the principle that every teacher should maintain interest at its highest possible pitch. The value of interest is axiomatic—it predicates good teaching. But this is just as true: there is no essential repugnance between interest and marks. As a matter of fact marks may help secure interest.

2) "Low marks discourage the child." This is not necessarily so. The teacher can help the slow child maintain morale by adapting the work to him, making it attractive and giving encouragement for every little improvement. Growth from F to D on the part of a slow child is just as commendable as from B to A on the part of a better student. Growth is the thing that counts—and marks judiciously given clearly show growth or the absence of it.

Knowing his own capacity will aid the child in adapting himself to the community. There are too many people trying to be dentists who ought to be stump pullers.

3) "Marks are not a fair standard of measurement. They are subjective." In many cases this contention is valid—but it need not be. It is important that administrators and teachers determine just what enters into each mark. "A" for instance might represent mastery of the assignment; intelligent discussion of all lesson topics; or doing research work that is not required. Stress over and over again the idea that dislike for the child should not affect his academic standing. The sole factor is achievement as indicated by certain pre-determined and universally accepted standards.

School marks are an essential tool in effective teaching—they inform the parent, the child and other teachers of the individual's progress. Properly used they encourage the child to increased effort.

Marks should not be condemned because they are misused. Rather, administrations, supervisors and teachers should make a scientific effort to use marks uniformly and fairly. Success in this will redound to the credit of the profession—and the progress of the child.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Co-operation

Teaching school is a serious and important work. It is important because the future of the nation depends, in no small measure, upon the success or failure of American public education. It is a serious work because no one, no matter how well equipped by education and training, should enter the teaching profession without recognizing his or her individual responsibility in the perpetuation of American ideals and American institutions of representative democracy, union, liberty, and justice.

Teaching is a serious and important work, but not serious in the sense that it should not be a happy occupation. In fact, quite the opposite is true. If there is any place in the world where a grouch has no right to be it is in the classroom. The school should be a place of joyfulness for little children and a place of happy though responsible living for older pupils. But although boys and girls should find school a happy experience, it must not be thought that a happy classroom and a friendly, sympathetic teacher are synonymous with soft pedagogy or poor discipline. Respect for properly constituted authority and individual recognition of the rights of other people are the foundation of good citizenship in school and out, and the purpose of the American public school is to produce good citizenship.

Today, as in every generation, there may be a few public officials who have proved false to the people whom they are supposed to serve. Nevertheless every true American believes that our American form of government is the best government established in the history of the world. It is the duty of teachers to inculcate that belief in the minds of the coming generation.

The News Digest

OF EDUCATION IN ACTION

University to Accept High School Seniors

BOSTON.—In cooperation with the government's urge to produce skilled and trained man and woman power for an all-out war effort, President Daniel L. Marsh of Boston University has announced that beginning on January 18, 1943, Boston University will admit to college study high school senior boys and girls who are recommended by their principals for college work. This radical departure in academic circles is occasioned by "the urgency of immediate man power needs and by the war-stimulated demand for the professionally and scientifically trained men and women," he said. The demands, President Marsh continued, "have created an unprecedented challenge to the schools and colleges of America, a challenge which we intend to meet."

Fifteen months of study for the January entering students will enable them to complete two full years of college work, a decided advantage, and one year in eight months, by August 15.

Deferments for Some Educators

WASHINGTON.—National Selective Service system officials have disclosed that local draft boards had been advised that school superintendents were eligible for occupational deferment under certain conditions.

Similar eligibility was conferred upon presidents, deans, and registrars in junior colleges, colleges, universities, and professional schools along with professors and instructors engaged in full-time instruction and research in 20 specified subjects.

Superintendents affected are those of elementary, secondary, and preparatory-school systems, and the same eligibility was given to teachers engaged in full-time instruction in aeronautics, biology, chemistry, mathematics, physics, and radio.

Axis Sabotage of Schools In Occupied Lands Exposed

WASHINGTON.—The United States and British Governments in a joint statement made public a vast array of evidence obtained from inside the occupied countries in Europe and Asia disclosing the extent to which the Axis is acting literally to wipe out the leaders and the potential leaders of the nations they are seeking to enslave.

This survey of Axis oppression of education, distributed by the Inter-Allied Information Committee, disclosed that the brutalities inflicted on educators and students form the pattern of what is described as a "coldly calculated plan" ruthlessly executed.

The totalitarian governments, it was declared, expect little trouble from the second generation and none from the intentionally semi-illiterate third generation of the conquered.

The Japanese, it is shown, are copying the German plan almost exactly.

The Inter-Allied Committee prefaced its report by a quotation from Bernhard Rust, Reich Minister of Science, Education and Culture for the People, who wrote in the German newspaper Voelkischer Beobachter on Feb. 13, 1938: "The whole function of all education is to create a Nazi."

"Where the Germans have encountered resistance to these efforts," the report says, "they have attempted to reduce it by torturing, deporting, imprisoning and putting to death, both professors and students alike. It is common for intransigent teachers to be sent to concentration camps. In extreme cases, children of from 10 to 14 years are conscripted by German labor exchanges and sent to mines and factories, and their parents do not hear of them again. Infants are taught only by German teachers.

"Similar techniques are operated by the Japanese in the occupied territories of China.

"The whole evidence contained in this statement is yet another indication of the Axis intention to convert free peoples everywhere into a vast reservoir of slaves. The Axis oppression of education is a direct attack upon intellectual and cultural freedom. It forms yet another detail in the pattern which has been designed for the subjugation of the world."

Students Cut Classes To Cut Wood for College

IBERIA, MO.—Iberia College students cut classes to go cutting.

The school in the Ozarks uses wood for fuel. The wood pile dwindled, and no woodcutters could be found.

N. J. Educators Discuss Convention

TRENTON, N.J. — The executive committee of the New Jersey State Education Assn., representing 28,000 public school teachers, was given authority to decide whether conventions should be held for the duration of the war. Only 2000 attended this year's convention, which was held in Trenton instead of Atlantic City because of the occupation of the resort city by the armed forces.

Schools to Draft Married Women

BOSTON.—The Boston public schools will be compelled to draft married women for temporary teaching positions this winter, Supt. Arthur L. Gould announced.

Former teachers compelled to resign when they married were invited to make themselves available for temporary teaching positions the rest of the year.

Assoc. of American Colleges Approves Officer Training Plan

PHILADELPHIA.—The association of American Colleges has approved "in principle" a plan to provide more extensive training for prospective officers and specialists in the armed forces.

The plan, outlined by Dr. Edmund Ezra Day, President of Cornell University, to representatives of nearly 500 colleges will be presented to the War and Navy Departments.

It would operate "on the broad democratic basis of selecting young men for such training irrespective of their economic status," according to a committee of the American Council on Education.

The Committee recommended establishment of enlisted training corps in the Army, Navy, Marine Corps, and Coast Guard at approved institutions, with membership open to qualified boys 17 or over. Candidates would be selected by military authorities in co-operation with the schools.

The Association also recommended:

Substitution of intramural for intercollegiate athletics as a war-time measure, with provision for one game at the end of the season with a neighboring institution.

Faster training for women to fit them for war jobs.

Admission to college, upon recommendation of their principals, of pupils who have not completed high school.

Giving of college credit for military experience.

Full use of Negro college facilities to train officers for Negro troops.

The Board of Directors approved for membership Massachusetts Institute of Technology (Humanities Division), Northeastern University, University of Wisconsin, Kansas State College, Mary Washington College (Fredericksburg, Va.) and La Grange College (Georgia).

Jobs in Red Cross Open to Teachers

WASHINGTON.—Men and women with experience in the field of education are being recruited for service both at home and overseas by the American Red Cross, according to J. Blaine Gwin, national director of personnel for the Red Cross.

Rapid expansion of Red Cross wartime services to the armed forces has created openings for qualified persons as Red Cross club workers, recreation workers and field workers who carry on traditional Red Cross work in the field with the Army, Navy and Marine Corps, Mr. Gwin revealed. In many instances applicants whose experience has been in education have the qualifications necessary for acceptance for such work.

School Buses Must Save Gas and Tires

BOSTON.—School authorities throughout New England were notified by Joseph B. Eastman, national defense transportation director, that strict conservation measures must be applied to operation of school buses if operators expect to get gasoline, tires and spare parts after Feb. 1, 1943.

The ODT order, sent to "all authorities having regulatory powers over school transportation," goes as far as recommending staggered school hours and changes in the time of the school day if gas, oil and tires will be saved. Stops by school buses are limited to every one-eighth mile and "preferably every one-fourth mile."

Scores of rural areas in Massachusetts and hundreds through New England, will be affected by Eastman's order. Nationally, 90,000 buses, more than half of the nation's passenger buses, are used to transport four million boys and girls to schools.

Connecticut Curricula Geared to War Needs

HARTFORD.—A glimpse of what wartime schools are like this year, at least in Connecticut, is given by Alonzo G. Grace, State Education Commissioner. Dr. Grace said that the schools in his state will teach the geography and the customs of the people of lands we must invade to win this war. He said that Connecticut schools will make a special effort to teach boys, especially on the high school level, to read and to extract meaning from their reading—partly because the lack of this skill is holding young men back in their officers' training programs. Mathematics and arithmetic, said Dr. Grace, will be geared to problems about bombs and airplane routes. And lastly, "the physical training program will be something more than a few after-lunch moments in the schedule."

Canadian Problems Discussed by Teachers

TORONTO. — Plans for wide improvement in educational facilities and suggestions for more financial aid highlight a program outlined by the Canadian Teachers' Federation at a recent convention here.

More suitable placement of men both in industry and armed forces according to individual qualifications was recommended.

In hope of gaining wider equality in educational opportunities teachers were asked to urge their respective governments to recommend Federal aid in financing education.

C. N. Crutchfield, Secretary of the C. T. F., explained that apportionment of the grant sought should be made according to financial need of the province, rather than population. Stipulations, however, provided that the government should have no supervision over expending these funds, nor should it control administration, personnel, curriculum, instruction, instruction methods, or materials.

Many Offer Names for "Kindergarten"

LONG BRANCH, N.J.—Uncle Robert, widely known sponsor of entertainments for children, recently announced that responses in his contest for an American name for nursery schools to replace "kindergarten," because of its German origin, had come in from Galveston, Texas, and other distant parts of the country, as well as from all parts of the metropolitan area.

The philanthropist and campaigner for safety measures for children, now in his eightieth year, said that some of the suggestions that he had received included "Pastime Class," "Foundation Class," "Alphabet Class," "Kiddies Class," "Juvenile Class," "Paradise Class," "A B C Class," "Play Class" and "Recreation Class."

War Closes Forty Colleges

WASHINGTON, D.C.—At least 40 colleges and professional schools either have closed their doors or merged with other institutions since last spring, records of the United States Office of Education and the American Association of Junior Colleges disclosed.

Twenty-five of the 40 were junior colleges.

Henry G. Badger, specialist who is working on the survey, said his information, still incomplete, showed that 15 institutions above junior college rank had succumbed so far, most of them giving as reasons lack of money, lack of students, or loss of faculty members to the armed forces.

The steady increase in junior colleges throughout the nation appeared to have been halted by the impact of the war, although a spokesman for the American Association of Junior Colleges said some of the larger junior colleges had actually increased their enrollments. Most of those which folded up were colleges of less than 100 students.

Harvard Bicycles Create Traffic Problem

CAMBRIDGE, MASS.—Faced with a concentration of more than a thousand bicycles, hard-pressed Harvard officials now admit that they don't know where to put them all. Cyclists ranging from freshmen to full professors now careen along, creating a serious traffic problem, while the bicycle racks in the House courtyards are overflowing and cycles cover every inch of sheltered space.

"We ought to get a garage," said a member of the yard police surveying the variety of wheels waiting for their owners outside of Widener library.

School Children Collect 1,500,000 Tons of Scrap

NEW YORK.—A million and a half tons of iron and steel has been credited to the 30,000,000 school children of the United States and their part in the scrap collection drives.

The American industries salvage committee said that figure was only part of the eventual total.

The committee figured the scrap was equal to 150 of the 10,000-ton Liberty ships of the type a representative from each state will christen as a reward in the scrap collection contest.

Illiterate Soldiers Helped at Blanding

DAYTONA BEACH, FLA. — Illiterate men, Americans who can neither read nor write, and the "foreign native" who can neither speak nor write English are finding their place at Camp Blanding.

Thousands of these men, who were previously turned down as unfit for military duty, have been given visual classification tests which the Army has designed to evaluate a man's common sense, rather than his working knowledge of the ABC's. The results have proven that the majority of these men make excellent soldiers.

They pick up the military commands and conversational English within a few weeks, and those who can speak English but are unable to write it take their tests in pantomime, gestures and signs.

One unusual twist has developed in this school—the pupils in some instances are teaching the instructors. The presence of many Spanish speaking men in Florida has resulted in the instructors picking up enough Spanish to give the recruits instructions in that language.

Must Take Good Care Of Auto Tires or Walk

MARKLEVILLE, CALIF. — With a population of 323 and 7 automobiles, the county is entitled to only 1 new tire a year. Yet if those automobiles cannot be kept rolling the county's 7 high school students will have to walk 48 miles a day to attend school.

Townsend School Principal Resigns

TOWNSEND, MASS.—Hamilton R. Bailey, principal of the Spaulding Memorial High School here for the past 14 years, has resigned to become principal of the Orange, Mass., high school.

Bailey was chairman of the town's public safety committee, moderator of the Congregational Church, a water commissioner and president of the Wachusett Basketball League.

Harvard University Announces Retraining Program

CAMBRIDGE, MASS.—The Harvard Business School will offer retraining for war production to business executives between the ages of 35 and 60 anxious to take an active part in the war economy, Harvard University authorities announced.

The new, special, fifteen-week, full-time course, starting February 1, 1943, will be tuition-free. It will be sponsored by the United States Office of Education as a part of its Engineering, Science, and Management War Training program, of which Dean William C. White of Northeastern University is regional director.

The objectives of the course, according to the University's announcement, would be to enable men unfamiliar by experience or training with work in production to adjust themselves to some job in that field useful to the war effort. The first session of the course will be limited to 150 men. Applicants will be carefully selected after interview on the basis of their qualifications demonstrated by them in their business experience. Two years of college training will be required.

In commenting on the announcement of the new course, Dean Donald K. David of the Business School said:

"It is not intended that the course will qualify men for only one specific kind of job. Rather, the effort will be made to give retrainees a knowledge of the tools and techniques in the production field. This comparatively broad type of course was adopted after consultation with the executives of war industries whose advice we sought in connection with the organization of the program."

Men taking the new retraining course will study at Harvard Business School under the regular Faculty. The 40-hour a week schedule of instruction and supervised study will be conducted during the day. It is expected that many of the men enrolled will be housed and take their meals in the Business School buildings. Although the government will pay tuition, living costs and the charge for textbooks will be the responsibility of the students.

Juvenile Delinquency Seen As One Problem by Educators

BOSTON.—An increase in juvenile delinquency, the possibility that the high school and not the college will be the final school of the war generation and the necessity of a high school education for all persons permitted to vote were mentioned as problems of the near future by Donald DuShane, an executive of the National Education Association, before the New England Education and Industry Conference.

At this conference, prominent New England educators gathered with leading industrialists of the region to face wartime developments of mutual interest. Eighty communities were represented, by arrangement of the National Education Association and the National Association of Manufacturers, sponsors of a series of 15 regional conferences from coast to coast.

Pointing out that half of the American voters have not completed the eighth grade and that more than 20,000,000 cannot read a newspaper understandingly, DuShane said, "The only guarantee of the continuance of a democracy of our type during a long period of hardship and discouragement is the careful training and conditioning of its voters.

"A serious effect of war, unless checked, will be an immense increase in juvenile delinquency due to high wages received by youths unused to large incomes, to great increases in the number of employed mothers and to decreased financial support of schools and recreational and social agencies.

"Classes are being overcrowded, incompetent teachers are being employed and important school courses are being abandoned," Dr. DuShane declared. He expressed the belief that Federal assistance can be given "without Federal control of education," adding the warning that "if we wait until disaster has overtaken our schools, we will undoubtedly have both Federal support and Federal control of education.

"The necessity of more and more men in our armed forces has caused Congress to reduce the draft age to 18. This will work fundamental reductions in college enrollments . . . and the American high school will more than ever become the final school of the war generation."

British Teachers Get Larger War Bonuses

LONDON.—About 150,000 British school teachers will get larger war bonuses soon, it was announced.

Men teachers getting less than $1,050 a year will receive a bonus of $180 compared with the $104 now paid, and women in that bracket will be increased to $144 from $78.

Salaries between $1,050 and $2,100, now calling for a men's bonus of $52 and women's bonus of $42 will call for increases to $140 and $112, respectively.

Minneapolis Schools Expand War Aid

MINNEAPOLIS, MINN.—School Supt. N. B. Schoonmaker has announced that Minneapolis high schools will begin a program designed to "give a military tone to school activities."

Special work, to be done outside regular school hours, will be on an elective basis, Schoonmaker said. The program calls for "radical" expansion of shop classes at Miller vocational high school, he said, including preparation of girls to take the place of men in war or civilian industry, through special training in mechanical crafts.

Hobby Courses Ease Strain of War Work

PHILADELPHIA.—Charles E. Metzger, director of the evening extension division of Temple University, reports a growing demand for the university's hobby courses for relief from the strain of the war effort.

Increased Aid Asked by Educators

SYRACUSE, N.Y.—State financial aid to schools must be increased "appreciably" to provide an adequate program in all communities, a State Education Department official told the New York School Boards Association.

The $1,500 maximum allowed for an elementary teaching unit is so far below average costs that poorer communities cannot finance average schools, Assistant Commissioner A. W. Schmidt said. Cities now taxing up to their constitutional limit, he added, need additional aid for their schools or for property tax relief.

Grins Between Grinds

FAIR WARNING

Little Jimmy came into his third grade schoolroom one morning, obviously excited. "Yes, Jimmy, what is it?" asked the teacher. "I don't want to scare you, Miss Smith," said Jimmy, "but daddy said if I didn't get better marks, someone is due for a licking."

MAYBE GEORGE DID IT

Science is resourceful: It couldn't open the Pullman window, so it air-conditioned the train.

WRONG PLACE

High School Principal (to boy advancing along corridor with arm around a girl)—"Now see here, young man, if this is a necessary part of your curriculum, it will have to be homework."

GRIT

SGT. LEARY—"So you complain of finding sand in your soup?"

CORP. BLOM.—"Yes, sergeant."

SGT.—"Did you join the Army to serve your country or to complain about the soup?"

CORP.—"To serve my country, sergeant, not to eat it."

ENDWISE

A soldier has just written home the word passed on to him by one of his officers.

"Providence has given us two ends to use," the officer said. "One is to think with, one to sit with. The outcome of the war depends on which we choose. Heads we win. Tails we lose."

ATHLETIC COUPLE

The list of prize-winners at a recent event read: "Mrs. Smith, winner of the rolling-pin throwing contest. She hurled the pin 75 feet. Mr. Smith won the 100-yard dash."

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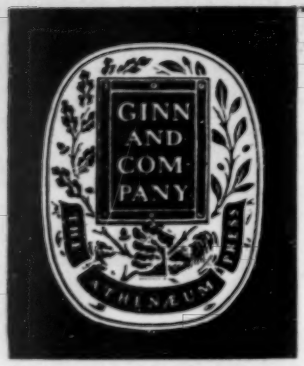

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We find this little chat elbowed out of its usual corner by a cartoon—a sort of anti-elbowing cartoon at that—but here we are.

▼

Our private score sheet shows more than fifty interest points in this issue—headed articles or pieces or parts of pieces—representing as many different possibilities of intellectual stimulus. You may not agree with every statement or conclusion. That would make you a yes-reader, which of course is a poor sort of reader to be—same as a yes-pupil. We knew a professor who said he gave students only "B" on a test when they merely handed back his own statements. We chided the professor for not giving them "A" teaching—but we did not really mean it.

▼

We are happy to present three more statements by clergymen on the question of Religion in the Public Schools. It is encouraging to observe how all six writers approach a common conclusion—and how tolerant each is toward those who differ from him fundamentally in beliefs. There *is* a common denominator to all religions that are truly ethical—and our pupils need to be made acquainted with it.

▼

If you, perchance, have in your system an article bursting to be written to your colleagues in the profession, remember our open door policy toward all pertinent material that is readably expressed, and so—to our desk, if you will, but with return postage modestly enclosed—in case.

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